

# FLOIS

# User Guide

Family Literacy Online Information System

## Part 3

- Family Outcomes
- Adult Outcomes
- Adult NRS Goals
- Child Outcomes (Preschool)
- Child Outcomes (School-Age)

# Logging in to FLOIS

Go to [www.bobpoppp.com/flois](http://www.bobpoppp.com/flois)

Type in your USER ID and PASSWORD.

FLOIS > Login	
Login: <b>Anonymous</b> No Access (No Scope)	<b>System Login</b>
Main Page	FLOIS requires appropriate login accounts. You may have been redirected to this page because your session timed out. To prevent that, avoid spending more than a few minutes on any page.
Programs	<b>User ID</b> <input type="text"/>
Sites	<b>Password</b> <input type="password"/>
Staff Members	
Enrollment	
Participation	
Outcomes	
Reporting	
Reference Docs	

When you click the LOGIN button, FLOIS will take you to the main screen.

In this section of the FLOIS Manual, you will find instructions for adding outcome results for the families enrolled in your program.

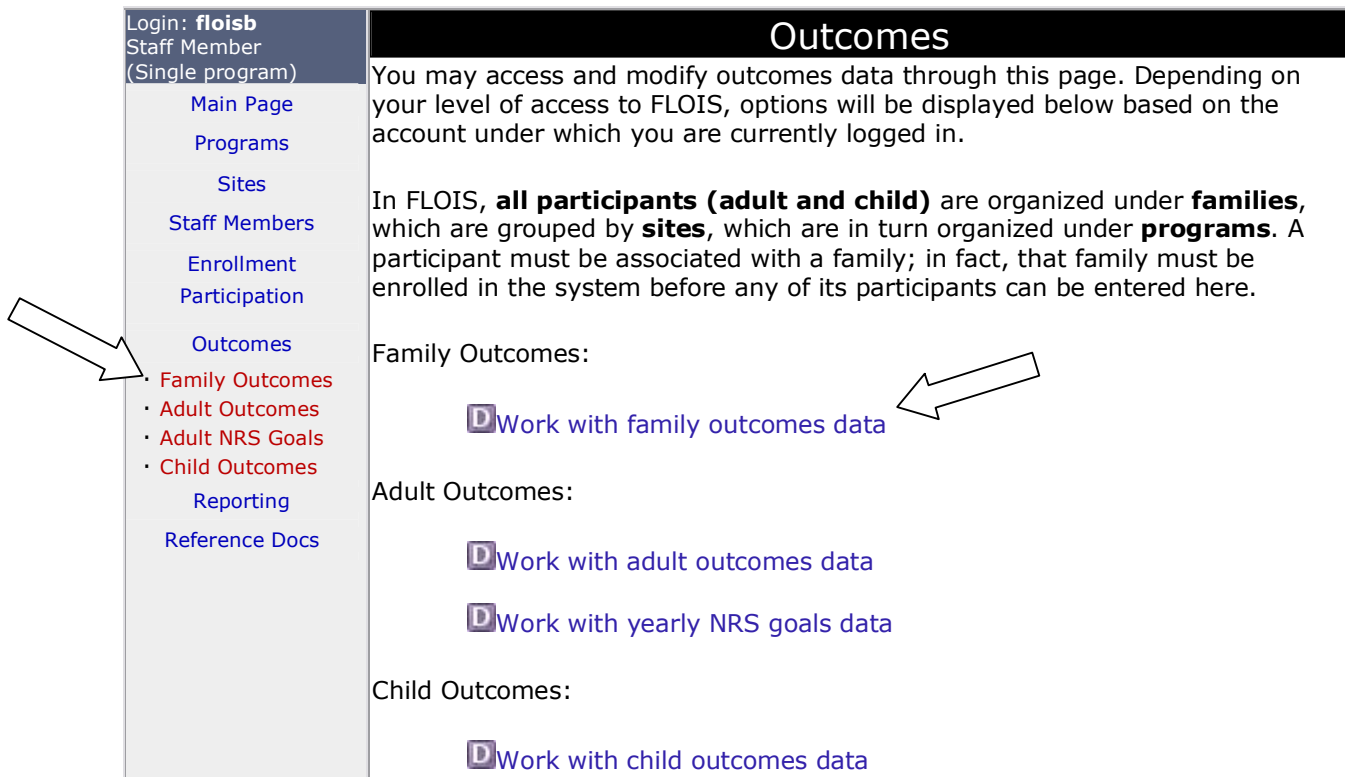
On the FLOIS Main Page, click on the link for Outcomes.

FLOIS will display the Outcomes page and provide links to four types of outcomes:

- Family Outcomes is the section for reporting pre and post ratings on the Parent Education Profile (PEP).
- Adult Outcomes is the section for reporting results for the Tests of Adult Basic Education (TABE), Basic English Skills Test (BEST), the General Education Development (GED) exam, and the progress of adults whose goal is to achieve a high school diploma.
- Adult NRS Goals is the section for reporting progress toward goals specified in the National Reporting System (NRS) for adult education.
- Child Outcomes is the section for reporting results on the Ages and Stages Questionnaire (ASQ), Ounce, Peabody Picture Vocabulary Test (PPVT), and Phonological Awareness Literacy Skills (PALS) assessment. The PALS is required only for Even Start programs. Results for school age children are also reported in this section.

# Family Outcomes

The Parent Education Profile (PEP) is used as a pre/post assessment for family outcomes. To enter pre and/or post PEP ratings, click on Family Outcomes. As on many FLOIS screens, you have the option of clicking the link in the center of the screen or you can click the link in the vertical toolbar on the left.



The screenshot shows the FLOIS 'Outcomes' page. On the left is a vertical toolbar with links: Main Page, Programs, Sites, Staff Members, Enrollment Participation, Outcomes, Family Outcomes, Adult Outcomes, Adult NRS Goals, Child Outcomes, Reporting, and Reference Docs. An arrow points to 'Family Outcomes'. The main content area is titled 'Outcomes' and contains instructions on accessing data. It lists three categories: Family Outcomes, Adult Outcomes, and Child Outcomes, each with a 'Work with...' link. An arrow points to the 'Work with family outcomes data' link.


Login: floisb  
Staff Member  
(Single program)

**Outcomes**


You may access and modify outcomes data through this page. Depending on your level of access to FLOIS, options will be displayed below based on the account under which you are currently logged in.


In FLOIS, **all participants (adult and child)** are organized under **families**, which are grouped by **sites**, which are in turn organized under **programs**. A participant must be associated with a family; in fact, that family must be enrolled in the system before any of its participants can be entered here.

Family Outcomes:


 [Work with family outcomes data](#)

Adult Outcomes:

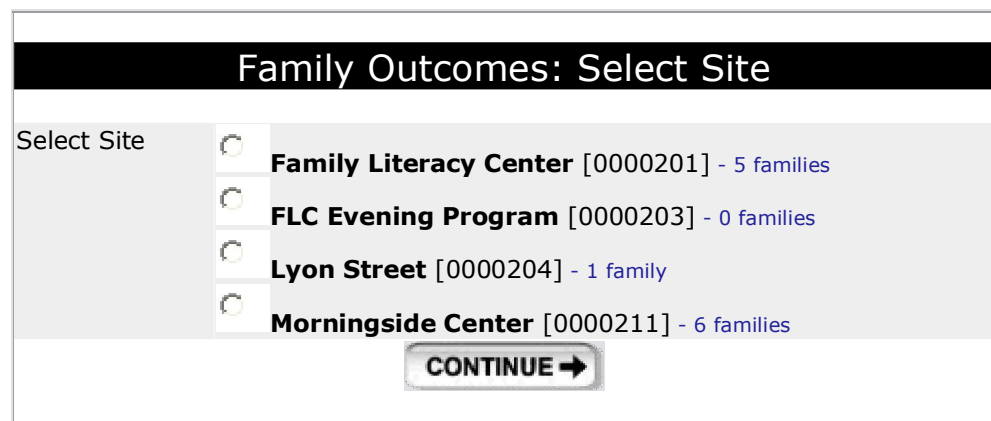
 [Work with adult outcomes data](#)

 [Work with yearly NRS goals data](#)

Child Outcomes:

 [Work with child outcomes data](#)

Choose the site for which you will be entering PEP ratings and click Continue.



The screenshot shows a form titled 'Family Outcomes: Select Site'. It has a 'Select Site' label and a list of four sites, each with a radio button and a count of families. At the bottom is a 'CONTINUE' button with a right arrow.

Family Outcomes: Select Site	
Select Site	<input type="radio"/> <b>Family Literacy Center</b> [0000201] - 5 families
	<input type="radio"/> <b>FLC Evening Program</b> [0000203] - 0 families
	<input type="radio"/> <b>Lyon Street</b> [0000204] - 1 family
	<input type="radio"/> <b>Morningside Center</b> [0000211] - 6 families
<b>CONTINUE</b> ➔	

The next screen asks you to choose the family for whom you want to enter PEP scores. In this example, we will select Roxanne Miller.

**P.E.P. (1 of 2)**

Select Family

<input type="radio"/>	0000201-1002 (Hernandez, Maria)	PRE: (None entered)	POST: (None entered)
<input type="radio"/>	0000201-1004 (Rocker, Edith)	PRE: (None entered)	POST: (None entered)
<input type="radio"/>	0000201-1005 (Fox, Donna L.)	PRE: 2 4	POST: (None entered)
<input type="radio"/>	0000201-1006 (Whosit, Amy B)	PRE: (None entered)	POST: (None entered)
<input checked="" type="radio"/>	0000201-1009 (Miller, Roxanne)	PRE: (None entered)	POST: (None entered)

Selected 2006-2007

**Download the P.E.P. Manual** [© RMC]  
To save directly to your PC, right-click the link and select "Save link as..." or "Save target as..."  
(Requires Adobe Reader.)

**CANCEL** **CONTINUE →**

Note that there is a link to the PEP Manual. Clicking that link will allow you to view the manual on screen or download it to your computer.

Click Continue to go to the next screen.

The next screen shows a table for entering pre/post ratings for all four of the PEP scales. South Carolina's Family Literacy programs are required to complete Scale II for all enrolled families. In addition, programs are required to complete either Scale I or III for every family, depending on the age of the target child. Scale IV is optional.

P.E.P. (2 of 2)					
0000201-1009 (Miller, Roxanne) 2006-2007					
	Subscale	Pre		Post	
<b>Scale 1</b> Parent's Support for Children's Learning in the Home Environment	<b>1</b> Use of Literacy Materials		<input type="text"/>		<input type="text"/>
	<b>2</b> Use of TV/Video		<input type="text"/>		<input type="text"/>
	<b>3</b> Home Language and Learning		<input type="text"/>		<input type="text"/>
	<b>4</b> Priority on Learning Together		<input type="text"/>		<input type="text"/>
	Date (mm/dd/yyyy)		<input type="text"/>		<input type="text"/>
Administered by (optional)					
<b>Scale 2</b> Parent's Role in Interactive Literacy Activities	<b>5</b> Expressive and Receptive Language		<input type="text"/>		<input type="text"/>
	<b>6</b> Reading With Children		<input type="text"/>		<input type="text"/>
	<b>7</b> Supporting Book/Print Concepts		<input type="text"/>		<input type="text"/>
	Date (mm/dd/yyyy)		<input type="text"/>		<input type="text"/>
Administered by (optional)					
<b>Scale 3</b> Parent's Role in Supporting Child's Learning in Formal Education Settings	<b>8</b> Parent-School Communications		<input type="text"/>		<input type="text"/>
	<b>9</b> Expectations of Child and Family		<input type="text"/>		<input type="text"/>
	<b>10</b> Monitoring Progress/Reinforcing Learning		<input type="text"/>		<input type="text"/>
	<b>11</b> As a Partner With Educational Setting		<input type="text"/>		<input type="text"/>
	<b>12</b> Expectations of Child's Success in Learning		<input type="text"/>		<input type="text"/>
	Date (mm/dd/yyyy)		<input type="text"/>		<input type="text"/>
Administered by (optional)					
<b>Scale 4</b> Taking on the Parent Role	<b>13</b> Choices, Rules, and Limits		<input type="text"/>		<input type="text"/>
	<b>14</b> Managing Stresses on Children		<input type="text"/>		<input type="text"/>
	<b>15</b> Safety and Health of Children		<input type="text"/>		<input type="text"/>
	Date (mm/dd/yyyy)		<input type="text"/>		<input type="text"/>
Administered by (optional)					

You can enter the pre-assessment and/or post-assessment scores for one or more of the scales. This example shows that Roxanne's pre-PEP scores for Scale II have been entered.

<b>Scale 2</b> Parent's Role in Interactive Literacy Activities	<b>5 Expressive and Receptive Language</b>	1		
	<b>6 Reading With Children</b>	2		
	<b>7 Supporting Book/Print Concepts</b>	2		
	Date (mm/dd/yyyy)	9/24/2006		
Administered by (optional)		Peggy Scale		

Note that all of the subscale scores have been entered for Scale II, and that the date of the rating has been entered. Before FLOIS will save the ratings for a PEP scale, all of the subscale ratings and the date of the rating must be entered. You can also enter the name of the person with the primary responsibility for the PEP ratings, but this is not required.

Click Continue to save the scores and to go to the next screen. The instructions on the screen remind users to fill in the required information before continuing to the next page.

Please note that each family's pre-rating and post-rating for each scale of the P.E.P. this school year is stored as a separate record. **For any of the scores above to be stored in the database, all subscales and the relevant date (in mm/dd/yyyy format) within each particular scale must be entered at one time.** However, the system is able to store different sets of scale scores on different dates (for example, on one day a family might be given its three Scale 1 Post-Ratings, and then three weeks later the staff member revisits this page and adds scores and a date for Scale 2 Post-Ratings).

← RETURN

CONTINUE →

The next screen confirms that the PEP scores have been saved in FLOIS and gives you the choice of entering PEP scores for another family in the same site or in other sites in the program. To enter PEP scores for another family in the same site, click on "Work with outcomes data for a family in this Site."

**Family Outcomes Record Saved**  
 The monthly outcomes record for the family **0000201-1009, 2006-2007** has been successfully updated.

Work with outcomes data for **another adult** in the [SITE](#) | [PROGRAM](#)

Work with outcomes data for a **family** in this [SITE](#) | [PROGRAM](#)

Work with outcomes data for a **child** in this [SITE](#) | [PROGRAM](#)






FINISH

Click Finish when all of the PEP scores have been entered.

# Adult Outcomes

There are four different assessments that can be reported in the Adult Outcomes section of FLOIS: Tests of Adult Basic Education (TABE), Basic English Skills Test (BEST), the General Education Development (GED) exam, and completion of the High School Diploma.

To enter any of these assessment results in FLOIS, click on Adult Outcomes in the menu in the center of the page. You can also click on Adult Outcomes in the toolbar on the left side of the page.

<p>Login: <b>floisb</b> Staff Member (Single program)</p> <ul style="list-style-type: none"><li><a href="#">Main Page</a></li><li><a href="#">Programs</a></li><li><a href="#">Sites</a></li><li><a href="#">Staff Members</a></li><li><a href="#">Enrollment</a></li><li><a href="#">Participation</a></li><li><a href="#">Outcomes</a><ul style="list-style-type: none"><li>• <a href="#">Family Outcomes</a></li><li>• <a href="#">Adult Outcomes</a></li><li>• <a href="#">Adult NRS Goals</a></li><li>• <a href="#">Child Outcomes</a></li></ul></li><li><a href="#">Reporting</a></li><li><a href="#">Reference Docs</a></li></ul>	<h2>Outcomes</h2> <p>You may access and modify outcomes data through this page. Depending on your level of access to FLOIS, options will be displayed below based on the account under which you are currently logged in.</p> <p>In FLOIS, <b>all participants (adult and child)</b> are organized under <b>families</b>, which are grouped by <b>sites</b>, which are in turn organized under <b>programs</b>. A participant must be associated with a family; in fact, that family must be enrolled in the system before any of its participants can be entered here.</p> <p>Family Outcomes:</p> <p> <a href="#">Work with family outcomes data</a></p> <p>Adult Outcomes:</p> <p> <a href="#">Work with adult outcomes data</a> </p> <p> <a href="#">Work with yearly NRS goals data</a></p> <p>Child Outcomes:</p> <p> <a href="#">Work with child outcomes data</a></p>
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Choose the site where you want to record adult outcomes. In this example, we are selecting the Family Literacy Center. Click Continue.

**Adult Outcomes: Select Site**

You have access to outcomes data within multiple sites. To proceed, select the site.

Select Site

- ☒ **Family Literacy Center** [0000201] - 5 families
- ☐ **FLC Evening Program** [0000203] - 0 families
- ☐ **Lyon Street** [0000204] - 1 family
- ☐ **Morningside Center** [0000211] - 6 families

**CONTINUE** →

Choose the name of the adult whose scores you want to enter. In this example, we will enter assessment results for Donna Fox. In the drop down box to the right of her name, choose the assessment. For Donna Fox, we will enter TABE scores, so we choose TABE in the drop down menu. Click Continue.

**Outcomes: Adults Enrolled**

Select Adult Participant

- ☒ **FAMILY: 0000201-1005 (Fox, Donna L.)**  
**0000201-1005A01 Fox, Donna L.** **TABE**
- ☐ **FAMILY: 0000201-1009 (Miller, Roxanne)**  
**0000201-1009A01 Miller, Roxanne** **H.S. Diploma**
- ☐ **FAMILY: 0000201-1002 (Hernandez, Maria)**  
**0000201-1002A01 Hernandez, Maria** **BEST**
- ☐ **FAMILY: 0000201-1004 (Rocker, Edith)**  
**0000201-1004A01 Rocker, Edith** **G.E.D.**

Select Year **2006-2007**

**CONTINUE** →

FLOIS provides a table where you can enter pre and post TABE assessments. Enter the date of the assessment, level, form, scale score, and grade equivalent (GE) score. There is also a box to enter notes, which are optional. Click Continue to save the scores and go to the next screen.



Outcomes: T.A.B.E.

0000201-1005A01 (Fox, Donna L.) 2006-2007

**Participant:** Fox, Donna L.

**ID:** 0000201-1005A01

**Program/Site:** Flois County / Family Literacy Center

**Notes:**

**TABE Pretest**

Date: 10/11/2006		Administered by:		
<b>TABE Test</b>	<b>Level</b>	<b>Form</b>	<b>Scale Score</b>	<b>GE Score</b>
<b>Reading</b>	E	9	450	06.4
<b>Math</b>	M	9	500	08.2
<b>Language</b>	E	9	400	05.2

**TABE Post-test**

Date:		Administered by:		
Number of instructional hours between pre- and post-tests:				
<b>TABE Test</b>	<b>Level</b>	<b>Form</b>	<b>Scale Score</b>	<b>GE Score</b>
<b>Reading</b>				00.0
<b>Math</b>				00.0
<b>Language</b>				00.0

For TABE test entries to be stored, **the date must be entered**, and all four entries across each row must be completed. You may fill in one or more rows. Scale scores must be integers. GE scores are stored in the format **x.y**, where **x** is the grade level 01-12 and **y** is the school year's month equivalent 0-9. Possible values then range between 01.0 to 12.9. Score values outside these parameters (except the default value 00.0) will not be accepted.



← RETURN


CONTINUE →


To enter outcomes data for another adult in the site, click on “Work with outcomes data for another adult in this SITE.”

### Adult Outcomes Record Saved

The outcomes record for Fox, Donna L. (**0000201-1005A01**, 2006-2007) has been successfully updated.

  Work with outcomes data for **another adult** in this [SITE](#) | [PROGRAM](#)

 Work with outcomes data for a **family** in this [SITE](#) | [PROGRAM](#)

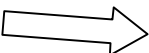





 Work with outcomes data for a **child** in this [SITE](#) | [PROGRAM](#)

**FINISH**

To enter outcomes for another adult, choose the adult and select the assessment from the drop down box to the right of the adult’s name. In this example, we will report BEST scores for Maria Hernandez.

### Outcomes: Adults Enrolled

Select Adult Participant

FAMILY: <b>0000201-1005</b> (Fox, Donna L.)	
  <b>0000201-1005A01</b> Fox, Donna L.	TABE
FAMILY: <b>0000201-1009</b> (Miller, Roxanne)	
 <b>0000201-1009A01</b> Miller, Roxanne	H.S. Diploma
FAMILY: <b>0000201-1002</b> (Hernandez, Maria)	
 <b>0000201-1002A01</b> Hernandez, Maria	 BEST
FAMILY: <b>0000201-1004</b> (Rocker, Edith)	
 <b>0000201-1004A01</b> Rocker, Edith	G.E.D.

Select Year 2006-2007

**CONTINUE →**

Enter the date when the BEST was administered and the BEST scores. Click Continue to save the scores and to move to the next page.

<b>Outcomes: B.E.S.T.</b>	
<b>0000201-1002A01 (Hernandez, Maria) 2006-2007</b>	
<b>Participant:</b> Hernandez, Maria	
<b>ID:</b> 0000201-1002A01	
<b>Program/Site:</b> Flois County / Family Literacy Center	
<b>Notes:</b> <div style="border: 1px solid gray; width: 100%; height: 80px; margin-top: 5px;"></div>	

<b>BEST Pretest</b>	
<b>Date:</b> 10/11/2006	<b>Administered by:</b> B. Popp

<b>Oral Tests</b>	
<i>Form:</i>	B ▼
<i>Oral Listening:</i>	12
<i>Oral Communication:</i>	13
<i>Oral Fluency:</i>	11

<b>Literacy Tests</b>	
<i>Form:</i>	C ▼
<i>Literacy Reading:</i>	11
<i>Literacy Writing:</i>	15

For BEST test entries to be stored, **the date must be entered**, and all applicable entries within the pretest and/or the post-test must be filled out. Scale scores must be integers between 1 and 85 (oral tests), and 1 and 75 (literacy tests).

← RETURN
CONTINUE →

To enter outcomes for another adult, choose the adult and select the assessment from the drop down box to the right of the adult's name. In this example, we will report GED scores for Edith Rocker.

**Outcomes: Adults Enrolled**

Select Adult Participant

FAMILY: 0000201-1005 (Fox, Donna L.)	
<input type="radio"/> 0000201-1005A01 Fox, Donna L.	TABE
FAMILY: 0000201-1009 (Miller, Roxanne)	
<input type="radio"/> 0000201-1009A01 Miller, Roxanne	H.S. Diploma
FAMILY: 0000201-1002 (Hernandez, Maria)	
<input type="radio"/> 0000201-1002A01 Hernandez, Maria	BEST
FAMILY: 0000201-1004 (Rocker, Edith)	
<input type="radio"/> 0000201-1004A01 Rocker, Edith	G.E.D.

Select Year2006-2007

CONTINUE →

When you click Continue, FLOIS provides a table for recording GED scores (see next page). Complete the requested information and click Continue to save the results.

Outcomes: G.E.D.	
0000201-1004A01 (Rocker, Edith) 2006-2007	
<b>Participant:</b> Rocker, Edith	
<b>ID:</b> 0000201-1004A01	
<b>Program/Site:</b> Flois County / Family Literacy Center	
Progress Toward Goal	(check one)
Passed the G.E.D. (Record scores below)	<input checked="" type="radio"/>
Took one or more G.E.D. subtests (Record scores below)	<input type="radio"/>
Took the G.E.D.; scores not available yet	<input type="radio"/>
Did not take the G.E.D.	<input type="radio"/>
Form	<input type="radio"/> Official Practice Test <input checked="" type="radio"/> G.E.D.
Date	10/29/2006
G.E.D. Subject Area	Standard/Scale Score
Language Arts, Writing	500
Social Studies	450
Science	470
Language Arts, Reading	460
Mathematics	490
Please record any notes regarding this participant's progress toward the goal of achieving a G.E.D.	
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>	
<div style="display: flex; justify-content: space-around; align-items: center;"> <span>← RETURN</span> <span>CONTINUE →</span> </div>	

To enter outcomes data for another adult in the site, click on “Work with outcomes data for another adult in this SITE.”

**Adult Outcomes Record Saved**

The outcomes record for Fox, Donna L. (0000201-1005A01, 2006-2007) has been successfully updated.

Work with outcomes data for **another adult** in this [SITE](#) | [PROGRAM](#)

Work with outcomes data for a **family** in this [SITE](#) | [PROGRAM](#)

Work with outcomes data for a **child** in this [SITE](#) | [PROGRAM](#)

**FINISH**

To enter outcomes for another adult, choose the adult and select the assessment from the drop down box to the right of the adult’s name. In this example, we will report outcomes for Roxanne Miller, a teen enrolled in the high school diploma program.

In the example below, the high school diploma is not a goal during 2006-07 because Roxanne is not a senior. Click No if the student is not a senior and click Continue.

**Outcomes: High School Diploma (1 of 2)**

0000201-1009A01 (Miller, Roxanne) 2006-2007

**Participant:** Miller, Roxanne

**ID:** 0000201-1009A01

**Program/Site:** Flois County / Family Literacy Center

Is the H.S. diploma a goal during 2006-2007?  
(Is this participant currently a high school senior?)

☐ Yes

☒ No

**← RETURN** **CONTINUE →**

For students who are not seniors, FLOIS only asks for notes regarding the student's progress. At the end of the school year, please fill in the year end grades and state whether the student was promoted to the next grade. Click Continue to save the information.

Outcomes: High School Diploma (2 of 2)	
0000201-1009A01 (Miller, Roxanne) 2006-2007	
<b>Participant:</b> Miller, Roxanne	
<b>ID:</b> 0000201-1009A01	
<b>Program/Site:</b> Flois County / Family Literacy Center	
Please record any notes regarding this participant's progress toward the goal of achieving a High School Diploma.	
English B; Promoted to next grade.	
Date	05/30/2006
<div>← RETURN</div> <div>CONTINUE →</div>	

If Roxanne Miller had been a senior during the 2006-07 school year, you would have checked Yes in the box below and clicked Continue.

Outcomes: High School Diploma (1 of 2)	
0000201-1009A01 (Miller, Roxanne) 2006-2007	
<b>Participant:</b> Miller, Roxanne	
<b>ID:</b> 0000201-1009A01	
<b>Program/Site:</b> Flois County / Family Literacy Center	
Is the H.S. diploma a goal during 2006-2007? (Is this participant currently a high school senior?)	<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>
<div>← RETURN</div> <div>CONTINUE →</div>	

For students whose goal is to complete the High School Diploma this year, fill in the progress toward the goal and the date when the progress was documented. In the example below, Roxanne completed the diploma and graduated on May 30, 2007. Click Continue to save the information and to move to the next screen.

Outcomes: High School Diploma (2 of 2)	
0000201-1009A01 (Miller, Roxanne) 2006-2007	
<b>Participant:</b> Miller, Roxanne	
<b>ID:</b> 0000201-1009A01	
<b>Program/Site:</b> Flois County / Family Literacy Center	
Progress Toward Goal	(check one)
Completed High School Diploma	<input checked="" type="radio"/>
Significant progress, did not complete diploma	<input type="radio"/>
Moderate progress, did not complete diploma	<input type="radio"/>
Minimal or no progress toward diploma	<input type="radio"/>
Please record any notes regarding this participant's progress toward the goal of achieving a High School Diploma.	
Date	5/30/2007

The next screen allows you to choose to enter additional adult outcomes scores. Continue until all of the adult outcome scores have been entered. Then click Finish.

Adult Outcomes Record Saved	
The outcomes record for Miller, Roxanne ( <b>0000201-1009A01</b> , 2006-2007) has been successfully updated.	
<input type="checkbox"/> Work with outcomes data for <b>another adult</b> in this <a href="#">SITE</a>   <a href="#">PROGRAM</a>	
<input type="checkbox"/> Work with outcomes data for a <b>family</b> in this <a href="#">SITE</a>   <a href="#">PROGRAM</a>	
<input type="checkbox"/> Work with outcomes data for a <b>child</b> in this <a href="#">SITE</a>   <a href="#">PROGRAM</a>	
<input type="button" value="FINISH"/>	



# Adult NRS Goals

In this section, we will enter outcomes for the National Reporting System Goals. On the Outcomes page, click NRS Goals.

## Outcomes

You may access and modify outcomes data through this page. Depending on your level of access to FLOIS, options will be displayed below based on the account under which you are currently logged in.

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Family Outcomes:

 [Work with family outcomes data](#)

Adult Outcomes:

 [Work with adult outcomes data](#)

 [Work with yearly NRS goals data](#)



Child Outcomes:

 [Work with child outcomes data](#)

On the following screens, choose the site and the adult whose scores you want to enter. For this example, we chose the Family Literacy Center and Maria Hernandez.

In this example, Maria had the goal of entering job training. She set the goal on October 22, 2006. Later, when the goal is achieved, we would return to this page and record the date when the goal was achieved.

Click Continue to save the information that was entered.

Outcomes: Yearly N.R.S. Goals			
0000201-1002A01 (Hernandez, Maria) 2006-2007			
<b>Participant:</b> Hernandez, Maria			
<b>ID:</b> 0000201-1002A01			
<b>Program/Site:</b> Flois County / Family Literacy Center			
<b>N.R.S. Goal Attainment</b> <small>Enter a date where applicable. If a date is entered for any goal set this year, that goal is then considered to be a part of this participant's Outcomes data. If an achievement date is never set, that goal is considered not to be met for the year.</small>			
<b>Goal</b>	<b>Date Goal Set</b> <small>(If applicable)</small>	<b>Date Goal Achieved</b> <small>(If applicable)</small>	
Enter post-secondary education	<input type="text"/>	<input type="text"/>	
Enter job training or retraining	10/22/2006	<input type="text"/>	
Gain non-subsidized employment	<input type="text"/>	<input type="text"/>	
Retain non-subsidized employment	<input type="text"/>	<input type="text"/>	
Enter the military	<input type="text"/>	<input type="text"/>	
Gain a career advancement	<input type="text"/>	<input type="text"/>	
Pass GED test	<input type="text"/>	<input type="text"/>	
Complete high school diploma	<input type="text"/>	<input type="text"/>	
No applicable goal	<input type="checkbox"/> Check this only if this participant has no applicable goal for this year. If checked, any date entered above will be ignored/removed by the system.		
<b>Goal Setting Notes:</b> (2000 characters max) <div style="border: 1px solid #ccc; height: 40px; margin-top: 5px;"></div>			
<input type="button" value="← RETURN"/>		<input type="button" value="CONTINUE →"/>	

# Child Outcomes (Infant/Toddler/Preschool)

In this section, we will enter outcomes for infants, toddlers, and preschoolers. These are the children who have not yet entered kindergarten. On the Outcomes page, click Child Outcomes.

## Outcomes

You may access and modify outcomes data through this page. Depending on your level of access to FLOIS, options will be displayed below based on the account under which you are currently logged in.

In FLOIS, **all participants (adult and child)** are organized under **families**, which are grouped by **sites**, which are in turn organized under **programs**. A participant must be associated with a family; in fact, that family must be enrolled in the system before any of its participants can be entered here.

Family Outcomes:

 [Work with family outcomes data](#)

Adult Outcomes:

 [Work with adult outcomes data](#)

 [Work with yearly NRS goals data](#)



Child Outcomes:

 [Work with child outcomes data](#)



On the following screens, choose the site and the child whose scores you want to enter. For this example, we chose the Family Literacy Center as the site and Deanna Fox as the child.

Deanna Fox is younger than 2.5 years at the time of pre-assessment, so the program must use either the Ages and Stages Questionnaire (ASQ) or the Ounce as her primary assessment. In this example, we selected the ASQ.

Outcomes: Infant/Toddler/Preschool	
0000201-1005C01 (Fox, Deanna) 2006-2007	
<b>Participant:</b> Fox, Deanna	
<b>ID:</b> 0000201-1005C01	
<b>DOB:</b> 09/01/2004	
<b>Program/Site:</b> Flois County / Family Literacy Center	
<b>Outcomes Measure:</b>	
<b>For children younger than 2.5 years at the time of enrollment,</b> outcomes are assessed by a choice of instruments which are administered pre/post yearly:	
<input checked="" type="radio"/>	Ages and Stages Questionnaire (ASQ) 
<input type="radio"/>	Ounce Scales
<input type="radio"/>	Other (specify: <input type="text"/> )
<b>For children who are 2.5 years and older at the time of enrollment, and who have not yet entered school,</b> the Peabody Picture Vocabulary Test version III (PPVT-III) is used to assess outcomes pre/post yearly. All Infant/Toddler/Preschool participants 2.5 years and older should be assessed with the PPVT-III:	
<input type="radio"/>	Peabody Picture Vocabulary Test version III (PPVT-III)
<b>For children who are 4 years and older and who will be entering kindergarten in the coming year,</b> the PALS Uppercase Alphabet Assessment is used to assess outcomes pre/post yearly. PALS is used in addition to the PPVT-III, and is required only for Even Start programs:	
<input type="radio"/>	PALS Uppercase Alphabet Assessment 
<div><input type="button" value="← RETURN"/> <input type="button" value="CONTINUE →"/></div>	

Click continue to go to the next screen.

This page asks you to convert Deanna's ASQ scores to one of five ratings: much above average, above average, average, below average, and much below average. The Office of Early Childhood Education is currently working on guidance for making these conversations. In the meantime, administer the ASQ according to the publisher's recommendations and maintain paper copies of the assessments in your program files. When the guidance is released, use it to make the score conversions and enter those ratings in FLOIS.

Outcomes: ASQ	
0000201-1005C01 (Fox, Deanna) 2006-2007	
<b>Participant:</b> Fox, Deanna <b>ID:</b> 0000201-1005C01 <b>DOB:</b> 09/01/2004 <b>Program/Site:</b> Flois County / Family Literacy Center	
<b>Notes:</b>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<b>ASQ Pretest</b>	
<b>Date:</b> 10/03/2006	<b>Administered by:</b> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>
<b>Prescore:</b>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="radio"/> Much below average</div> <div><input checked="" type="radio"/> Below average</div> <div><input type="radio"/> Average</div> <div><input type="radio"/> Above average</div> <div><input type="radio"/> Much above average</div> </div>
<b>ASQ Post-test</b>	
<b>Date:</b> <div style="border: 1px solid black; width: 70px; height: 20px;"></div>	<b>Administered by:</b> <div style="border: 1px solid black; width: 100px; height: 20px;"></div>
<b>Post-score:</b>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="radio"/> Much below average</div> <div><input type="radio"/> Below average</div> <div><input type="radio"/> Average</div> <div><input type="radio"/> Above average</div> <div><input type="radio"/> Much above average</div> </div>
<div style="display: flex; justify-content: space-around; gap: 20px;"> <div style="border: 1px solid black; padding: 5px 10px; background-color: #f0f0f0;">← RETURN</div> <div style="border: 1px solid black; padding: 5px 10px; background-color: #f0f0f0;">CONTINUE →</div> </div>	

The reporting page for the Ounce Scales is identical to the one for the ASQ. The same instructions apply for the Ounce as stated previously for the ASQ. Administer the instrument according to the publisher's recommendations and store paper copies of the child assessments in your files. When the guidance for conversion of Ounce scores to FLOIS ratings is available, convert the scores and enter them into FLOIS at that time.

Outcomes: Ounce Scales	
0000201-1002C01 (Hernandez, Melissa) 2006-2007	
<b>Participant:</b> Hernandez, Melissa <b>ID:</b> 0000201-1002C01 <b>DOB:</b> 09/01/2004 <b>Program/Site:</b> Flois County / Family Literacy Center	
<b>Notes:</b> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div>	
<b>Ounce Scales Pretest</b>	
<b>Date:</b> <div style="border: 1px solid gray; width: 100px; height: 20px;"></div>	<b>Administered by:</b> <div style="border: 1px solid gray; width: 100px; height: 20px;"></div>
<b>Prescore:</b>	<div style="display: flex; align-items: center;"> <input type="radio"/> Much below average  <input type="radio"/> Below average  <input type="radio"/> Average  <input type="radio"/> Above average  <input type="radio"/> Much above average </div>
<b>Ounce Scales Post-test</b>	
<b>Date:</b> <div style="border: 1px solid gray; width: 100px; height: 20px;"></div>	<b>Administered by:</b> <div style="border: 1px solid gray; width: 100px; height: 20px;"></div>
<b>Post-score:</b>	<div style="display: flex; align-items: center;"> <input type="radio"/> Much below average  <input type="radio"/> Below average  <input type="radio"/> Average  <input type="radio"/> Above average  <input type="radio"/> Much above average </div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid gray; padding: 5px 10px; background-color: #f0f0f0;">← RETURN</div> <div style="border: 1px solid gray; padding: 5px 10px; background-color: #f0f0f0;">CONTINUE →</div> </div>	



# Child Outcomes (School Age)

In this section, we will enter outcomes for school age children. These are the children who are enrolled in kindergarten this year. On the Outcomes page, click Child Outcomes.

## Outcomes

You may access and modify outcomes data through this page. Depending on your level of access to FLOIS, options will be displayed below based on the account under which you are currently logged in.

In FLOIS, **all participants (adult and child)** are organized under **families**, which are grouped by **sites**, which are in turn organized under **programs**. A participant must be associated with a family; in fact, that family must be enrolled in the system before any of its participants can be entered here.

Family Outcomes:

 [Work with family outcomes data](#)

Adult Outcomes:

 [Work with adult outcomes data](#)




 [Work with yearly NRS goals data](#)

Child Outcomes:

 [Work with child outcomes data](#)

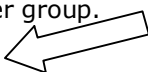


On the following screens, choose the site and the child whose outcomes you want to enter. For this example, we chose the Family Literacy Center as the site and Robert Miller as the child. In the drop down box, we chose K to indicate that Robert was enrolled in kindergarten.


<b>Participant:</b>	Miller, Robert		
<b>ID:</b>	0000201-1009C01		
<b>DOB:</b>	09/01/2001		
<b>Program/Site:</b>	Flois County / Family Literacy Center		
<b>Teacher:</b>	<input type="text"/>		
<b>Grade:</b>	K		
<b>Notes:</b>	<div><div></div><div></div></div>		



The next section asks you to compare Robert's yearly school attendance rate to his peer group. Robert's attendance rate is shown as 93.8%. You can choose the average attendance rate for his kindergarten class or the average rate for his school as the comparison group. In this example, the school's average attendance rate was 95%. Robert's rate was lower than the peer group.

Child's Rate of School Attendance	
Rate of attendance for the program year: <b>93.8%</b> (This is calculated by entered Participation Data.)	
How did this child's attendance compare to the peer group? _____	
<input type="radio"/>	Same or higher than the peer group.
<input checked="" type="radio"/>	Lower than the peer group. 

The next section asks you to show Robert's promotion status at the end of the school year. Robert was promoted to the next grade.

Child's Promotion Status at the End of the School Year	
How did this child's attendance compare to the peer group? _____	
<input checked="" type="radio"/>	Child was promoted to the next grade. 
<input type="radio"/>	Child was promoted to the next grade and was recommended for supplemental services (IEP).
<input type="radio"/>	Child was retained in grade with no special considerations for instruction.
<input type="radio"/>	Child was retained in grade and was recommended for supplemental services (IEP).
<input type="radio"/>	Child was recommended for placement in an ungraded class with appropriate services (IEP).
<input type="radio"/>	Other. Explain: <input type="text"/>

The next section applies only to children who are enrolled in Grades 1-3. Leave the section blank if the child is in kindergarten or younger.

Child's Reading Level	
If this child was enrolled in Grades 1-3 this program year, check one of the following. If the child was in Pre-K or Kindergarten, leave this section blank.	
The child's reading level at the end of the school year was: _____	
<input type="radio"/>	On grade level.
<input type="radio"/>	Above grade level.
<input type="radio"/>	Below grade level.

## What should I do next?

1. Review the information already entered into FLOIS and make sure it is complete and accurate: Program, Site, Staff, and Enrollment.
2. Continue to enter participation data for adults and children on a monthly basis.
3. Enter data into the Outcomes section of FLOIS: Family, Adult, NRS, and Child outcomes.

## Where can I get help?

Contact Ruth Nodine by email, phone, or fax with your question.

Ruth G. Nodine, Even Start State Coordinator  
SC Department of Education  
Office of Early Childhood Education  
Landmark II, Suite 101  
3700 Forest Drive  
Columbia, SC 29204-4010  
Phone: 803-734-3540  
Fax: 803-734-8343  
E-Mail: [rnodine@ed.sc.gov](mailto:rnodine@ed.sc.gov)

If you receive an error message while working in FLOIS, please copy the message into a Word file and send an email to Ruth Nodine with that file attached. The FLOIS programmers will address the problem and notify you when it is fixed.